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ABSTRACT

This implementation plan for educational programs for young handicapped children was developed in response to the request of the North Carolina General Assembly and involved a survey of the state's 100 counties (of which 75 responded). Information is presented for the following areas: philosophy of serving young children with handicapping conditions; program goals (e.g., provision of a statewide, comprehensive, coordinated, multidisciplinary, interagency program of early intervention services for 3-year-old and 4-year-old handicapped children and their families); national and North Carolina studies supporting the efficacy of early intervention; the history of services in the state; provisions of Public Law 99-457 concerning the Preschool Grant Program for children ages 3 through 5; the projected population of handicapped children, ages 3 and 4; projected personnel needs including both teacher and related service needs and both preservice and inservice training needs; interagency services (specific programs are listed and described in tabular form); types of service delivery systems implemented by local education agencies; rules and regulations; proposed state funding; federal funds available to local education agencies; and budget justification for funding. Attachments include tables showing: sample cost factors for different program types; estimated costs per student; and projected federal funding losses for failing to establish a preschool mandate. A chart showing special education mandated ages by state is also provided. (DB)

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NORTH CAROLINA

Plan for Implementation of Educational Programs for Handicapped Children Ages Three and Four

As required by the North Carolina General Assembly in Senate Bill 1309, Section 14

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DIVISION OF EXCEPTIONAL CHILDREN'S SERVICES/
NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

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INTRODUCTION

Requirements of Senate Bill 1309

The North Carolina Plan for Implementation of Educational Programs for Handicapped Children, Ages Three and Four, has been developed as requested by the North Carolina General Assembly in Senate Bill 1309:

> Section 14. (a) During the 1989-90 school year, the Department of Public Education shall plan the implementation of educational programs for handicapped children between the ages of three and five as provided by Title II of Public Law 99-457. The planning activities shall include:
>
> (1) Identifying the number of handicapped children between the ages of three and five currently residing in the State;
> (2) Identifying facilities in which services can be provided to these children;
> (3) Estimating the number of qualified persons available to provide services to these children; and
> (4) Developing rules and a budget for implementing the educational programs for handicapped children between the ages of three and five as provided by Title II of Public Law 99-457.

To gather data for the Implementation Plan, the Department of Public Instruction surveyed the one hundred counties in the state during the month of December 1989. The type of information requested addressed the planning activities outlined in the legislation. Seventy-five percent of those surveyed responded. This level of response may be attributed to the lack of preschool handicapped programs in many areas and the difficulty in gathering data from various service providers.

Philosophy

During the last three decades, a variety of statewide systems have evolved in North Carolina to address the unique needs of young children with handicapping conditions. Frequently, these systems have originated independently without the benefit of a coordinated state plan to assure services to a specific population.

The North Carolina Plan for Implementation of Educational Programs for Handicapped Children, Ages Three and Four, calls for an interagency approach to the development and implementation of a coordinated statewide system which assures the provision of family-focused, comprehensive services for these children in the least restrictive environment. Although Public Law 99-457 requires services for handicapped children ages three through five, services to five-year-olds already are mandated by this state. Therefore, this Plan will address only those services required for handicapped children, ages three and four.

The basic philosophy of the North Carolina Plan reflects the goals and priorities of the following:

- A New Day for Young Children with Handicaps and their Families, the report to the Governor prepared by the North Carolina Interagency Coordinating Council for Public Law 99-457, which outlines accomplishments and recommendations for North Carolina 's comprehensive services and

. the provisions of Public Law 99-457, Preschool Grant Program, Ages Three through Five.

Goals

. To provide a statewide, comprehensive, coordinated, multidisciplinary, interagency program of early intervention services for three- and four-year-old handicapped children and their families

. To ensure the accessibility of a basic floor of universal services to all families at the local level with specified services located as near the family as possible in the least restrictive environment

. To support an effective, comprehensive, and systematic child find and public awareness effort to locate eligible children

. To support a system for providing multidisciplinary assessments for determining eligibility of children for services

. To actively involve parents in all phases of planning, implementation, and evaluation of services at local, regional, and state levels

. To support an adequate personnel system at all levels including provisions for recruiting, training, and retaining individuals who provide service

. To initiate local systems for planning and implementing services that will include local interagency coordinating councils, participating agencies, and service providers

. To establish and support a process for evaluating program effectiveness

. To implement rules, regulations, and standards required at the state, regional, and local levels to ensure program quality

EFFICACY OF EARLY INTERVENTION

Whether measured in dollars or in human terms, the value of early intervention for children who have handicaps or are at risk for the development of handicaps is substantial. Not only do the children and their families profit, but society reaps financial and quality-of-life benefits as well.

In its Seventh Annual Report to the Congress, the Department of Education concluded that:

> Studies of the effectiveness of preschool education for the handicapped have demonstrated beyond doubt the economic and educational benefits of programs for young handicapped children. In addition, the studies have shown that the earlier intervention is started, the greater is the ultimate dollar savings and the higher is the rate of educational attainment by these handicapped children.

Findings from research on child development and early intervention and testimonies from numerous experts in the field indicate that early intervention and preschool services accomplish the following:

- help enhance intelligence in some children (Campbell & Ramsey 1989; Ramey, Bryant, Suarez, 1984; Ramey & Campbell, 1984);
- produce substantial gains in physical development, cognitive development, language and speech development, psychological development and self-help skills (Guralnick & Bennett, 1987);
- reduce family stress (Dunst & Trivette, 1988);
- reduce societal dependency and institutionalization (Bricker & Kaminsky, 1986)
- reduce the need for special class placement in special education programs once the children reach school age (Lazar, Darlington, Murray, Royce, & Snipper, 1982); and
- save substantial costs to society and our nation's schools (Berrueta-Clement, Schweinhart, Barnett, Epstein, & Weikart, 1984):
    - produce a savings of over $16,000 per handicapped child over his/her total school years when early intervention services are begun during the preschool years or before (Wood, 1981) and
    - produce a savings on the original dollar investment to operate programs such as in the High Scope Program where the savings equaled a 243% return (Weber, Foster, and Weikert, 1978).

North Carolina Studies

Results from national studies are supported by results from North Carolina studies. A ten year study in the western region of North Carolina shows that the rate of institutionalization

of handicapped children who did not receive early intervention was twice as high as it was for those who did (Dunst, 1986).

This fact has major economic implications as well as the human benefits which occur when families can remain intact. The average annual cost of residential services in state facilities is currently $55,000. The provision of intervention programs to young children in settings that will allow them to remain at home is far less costly.

The parents of handicapped children themselves have provided some dramatic evidence of the impact of preschool programs. Families of children enrolled in North Carolina developmental day programs were surveyed in 1985. Over 60% of those involved (802) responded. Approximately 90% of the respondents indicated that this type of service had helped their child in the different areas of developmental growth. Eighty-six percent said such services had significantly increased their skills and abilities in caring for their children. Over one-half said that if developmental day programs were not available, they would need a much greater level of outside support to avoid placing their child out of the home (Vandiviere & Munn, 1985).

North Carolina data also show that children who receive special preschool services often have less need for special services during their school years, are more accepted by non-handicapped children upon entry to public school setting, and are less apt to develop self-injurious and aggressive behavior (Dunst, 1989).

BACKGROUND

History of Services

North Carolina has a long history of substantial state support for a wide range of services for handicapped infants, toddlers and preschoolers. The home-based early intervention services administered by the Division of Mental Health, Developmental Disability and Substance Abuse Services, for example, have been in existence through a state legislative appropriation since 1971. Center-based early intervention services through the Developmental Day Center Network were established in 1967. A limited number of programs providing early intervention to infants and young children with emotional disorders have been funded through the legislature since 1975.

The Division of Maternal and Child Health in the Department of Environment, Health, and Natural Resources provides many services to identify, evaluate, and treat infants and preschoolers with special needs. The state's network of 18 Developmental Evaluation Centers provides multidisciplinary assessment services and became operational in 1961.

The Department of Public Instruction initiated services for preschool children with special needs in 1968. This early involvement was significantly expanded in 1975 with participation in the federal Preschool Incentive Grant program as part of P.L. 94-142.

Through a federal legislative mandate in 1972, Head Start programs in the state and across the nation opened their doors to serve 10% handicapped children in their programs. Currently in North Carolina, the programs serve 1,769 handicapped three- through five-year-olds, or about 16% of their population. Also, Head Start currently has a cooperative agreement to share services with the Department of Public Instruction. As a result, approximately 1,000 of the handicapped children being served by Head Start are receiving their special education through the public schools.

The state schools for the deaf developed their first programs for hearing imparied preschoolers in 1973 as a result of major state legislative appropriations which established both center-based and itinerant programs. North Carolina was one of the first states to formally establish state-supported services for this group of special needs children.

Just recently in the 1987-88 sessions of the General Assembly, over $200,000 was appropriated to expand preschool services for visually-impaired children.

Recent state legislation such as HB 1515, the Developmental Disabilities Services bill, has highlighted the state's commitment to services for the population addressed in P.L. 99-457. North Carolina was also the first state in the country to mandate services to autistic preschool age children. Division TEACCH (Treatment and Education of Autistic and Related Communication Handicapped Children) has provided statewide services including diagnosis, assessment, individualized educational planning, parent training, and home-based programming for preschool children since 1972.

Public Law 99-457 - Preschool Grant Program, Ages 3 through 5

Public Law 99-457 extends the provisions of Public Law 94-142, The Education for All Handicapped Children Act, to preschoolers ages three, four, and five. Under 99-457 it is permissive for states to serve the three and four-year-old handicapped population, but by

July 1, 1991, states must mandate services or lose funding for children ages three through five under the following entitlement programs: Public Law 99-457, Public Law 94-142, and Public Law 89-313, which provides federal aid to institutionalized handicapped persons. In addition, research grants in this area will be terminated (See Attachment C for estimated total loss of funds to North Carolina.)

Major Provisions

. Extends free public school education to children, ages three and four with handicaps;

. Locates and identifies children with special needs;

. Provides a non-discriminatory, multidisciplinary evaluation by qualified professionals;

. Provides related services, which includes transportation and such developmental, corrective, and other supportive services as are required to assist a child to benefit from special education;

. Assures parental involvement and consent to all aspects of the educational process; and

. Assures confidentiality of records.

North Carolina Interagency Coordinating Council (NC-ICC)

In April, 1986, the Department of Human Resources and Public Instruction established the Interagency Comprehensive Preschool Planning Committee, now the North Carolina Interagency Coordinating Council (NC-ICC), to recommend a service delivery system and serve as the principal advisory group to the two departments for all services for handicapped children, ages birth through five. By covering this age span, the Council can facilitate continuity of services and lessen transition trauma from early intervention services to preschool or school-age special education services. The NC-ICC includes representatives of the major service-providing agencies for this population, parents of children with special needs, one North Carolina State House Representative and one Senator, and representatives of institutions providing preservice and inservice training of personnel who will provide direct services to children and families.

PROJECTED POPULATION OF HANDICAPPED CHILDREN, AGES THREE AND FOUR

North Carolina's plan for the implementation of educational programs for handicapped preschoolers includes children ages three and four, and those five-years-olds who are not yet eligible for public kindergarten. These children must be identified as handicapped according to the definitions included in the Procedures Governing Programs and Services for Children with Special Needs. These children include those who are autistic, hearing impaired, mentally handicapped, multihandicapped, orthpedically impaired, other health impaired, behaviorally/emotionally handicapped, specific learning disabled, speech-language impaired and visually impared.

It is currently estimated that 7,000 three- and four-year-olds will be eligible for preschool handicapped services. These projections are substantiated by the following information:

. After a decade of Public Law 94-142, the number of five-year-olds receiving special education services has stabilized at fewer than 6,000 children annually.

. Since the demonstration of and ability to detect special educational needs increase with age, it is assumed that smaller numbers of children would be identified at ages three and four.

. The estimation of 7,000 three- and four-year-olds is confirmed by the experience of other states with generally comparable populations that already have mandated special education services for this group. For example, the 1988 headcount in Virginia was 4,271 three- and four-year-old handicapped children. Virginia has mandated services since 1972.

. The estimation is further confirmed by studies conducted by the North Carolina Interagency Coordinating Council (NC-ICC) and the experience of early identification programs sponsored by the Division of Maternal and Child Health which indicates approximately 4-5% of young children demonstrate special educational needs. (Based upon 90,000 live births per year.)

Data from the Survey and the December 1, 1989 headcount show that approximately 48.84% of the 7,000 children in the target population are currently being served through the public schools. (See Figure 1 on page 9.) On the following page is a breakdown of served and unserved children according to the December Survey and the December 1, 1989 headcount conducted by Local Education Agencies.

Number of Preschool Handicapped Children	
Survey Results [1]	**12/1/89 Headcount**
Estimates of Children Ages 3-4 Served by Programs	**Served Headcount for Local Education Agencies**
Schools 3,503	Age 3 1,148
State Operated Programs 197	Age 4 2,355
Area Mental Health 468	Total 3,503
Head Start 800	
Total[2] 4,968	
Estimates of Unserved Children Ages 3-4	**Unserved Headcount for Local Education Agencies**
Unserved and Identified 1,196	Age 3 538
Unserved and Unidentified 836	Age 4 658
Total [3] 2,032	Total 1,196

1 - In December 1989, a survey was sent to all 100 counties in North Caroina to obtain statistics on preschool handicapped services. Only 75% of the counties responded; therefore, 25% of the numbers reported as served and unserved are projected.

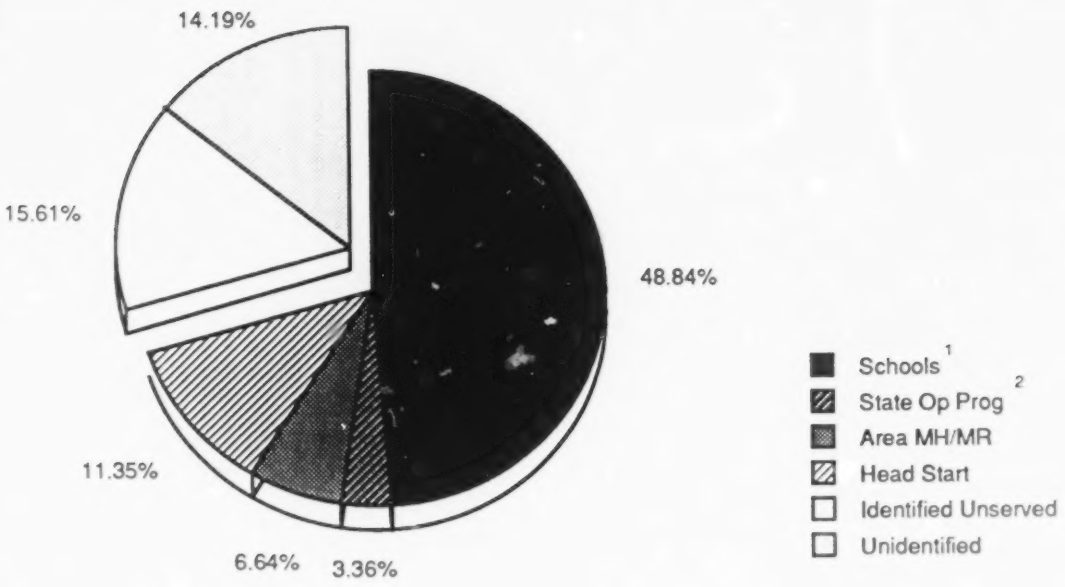
2 - It should be noted that there may be some duplication in these estimates, and some of the children are not receiving all the services that may be necessary to provide appropriate special education.

3 - Of the estimated 2,032 unserved children, the headcount and Survey indicate that slightly more than half of these children are known to local education agencies and human service providers and in need of assessment and special education.

In summary, on the basis of the Survey, prevalence figures used by the North Carolina Division of Public Health, and information from other states with mandated programs for handicapped children ages three and four, the projected total number of children to be served is 7,000.

Figure 1

Served and Unserved Three- and Four-Year-Olds North Carolina, 1989-90



1 - 48.8% of the served 3 & 4 year old handicapped children are receiving special education services through the public school system.

2 - State Operated Programs

PROJECTED PERSONNEL NEEDS

P. L. 99-457 requires the use of qualified personnel who are certified or licensed to provide services for handicapped children ages three through five. In North Carolina, provision of appropriate educational programs to three- and four-year-old handicapped children will require a core of adequately trained and certified personnel, including special education teachers and related services staff (e.g. occupational therapists, physical therapists, speech-language specialists, psychologists), with competencies in the following areas:

- **Early Childhood Development and Learning** - a knowledge of all aspects of normal development and an understanding of all exceptionalities as related to child development and learning;
- **Screening and Developmental Assessment of Young Children** - a knowledge of instruments and procedures for screening preschool-age children;
- **Appropriate Instructional Intervention Techniques** - a knowledge of methodology, techniques of instruction, development and implementation of specific curricula as they relate to early intervention;
- **Parent and Family Involvement** - practicum experiences to encourage effective parent involvement;
- **Interagency and Community Knowledge** - a knowledge of the services provided by federal, state, and local agencies and groups and procedures for accessing and coordinating these services; and
- **Related and Support Services** - a knowledge of services provided by other disciplines to young handicapped children and their families.

Programs* which employ or are potential employers of personnel with these competencies include:

- 101 preschool programs in public schools;
- 39 early intervention program
- 85 developmental day programs;
- 5 TEACCH centers;
- 43 Head Start programs (required to serve at least 10% handicapped children)
- 6 state-operated programs for handicapped children
- 41 area mental health programs
- 18 Developmental Evaluation Clinics

* Teachers and related and support services personnel employed by public schools may be serving students in each of these settings; thus, a full staff may not be required at all locations.

Projected Teacher Needs - Based on the December 1989 Survey of programs currently serving preschool handicapped children.

Approximate number of teachers currently employed (excluding speech/language specialists)	-	505 (for 5,000 preschool handicapped children being served)

. Approximately 1/2 of the 505 teachers will be obtaining preschool handicapped certification by September, 1990; others are currently in the process of working toward certification.

Approximate number of teachers needed (excluding speech/language specialists)	-	200 (for 2,000 additional preschool handicapped children needing services)

. Many of these teachers have already been located and have begun to work on preschool handicapped certification.

Projected Related Service Needs - Based on the December 1989 Survey of programs currently serving preschool handicapped children. Note: The numbers listed below are the actual figures reported. Projections were not made because the numbers are already inflated due to the local education agencies' failure to indicate part-time positions. Also many of these related service providers are already employed in local education agencies and other agencies and will be available to serve preschool children as well as those of school age.

	Approximate Number Employed	Approximate Number Needed
Occupational Therapists	30	55
Physical Therapists	40	56
Teacher Assistants	286	276
Psychologists	53	60
Speech/Language Specialists	164	147

Plans to work with the shortage of related service providers:

. Provide tuition funding for all B. A. speech specialists to obtain their M. A. degrees;
. Coordinate with universities to provide programs at convenient locations for related services providers in local education agencies;
. Recruit from out-of-state (presently 43% of speech therapists come from out-of-state); and
. Cooperate with Area Health Education Centers (AHEC) in studying the manpower shortage and producing strategies to meet this need.

Preservice

. A university special education consortium has already been established. Colleges/universities have expressed interest in combining the competencies from the fields of child development, early childhood, and special education toward a comprehensive certification for working with all children below school age. (Task Force currently working on this concept.)

. There is one (1) approved University program for preschool handicapped certification and seven (7) colleges/universities actively involved in development of programs (It is anticipated that upon full implementation of these programs, 80-100 graduates will be produced annually).

Inservice

. In July 1988, the State Board of Education approved preschool handicapped certification.

. Since 1987-88, the Division of Exceptional Children's Services has been providing 20-30 training opportunities per year, including practicum experiences and workshops. These workshops have been offered in each educational region of the state with as many as 40 participants enrolled in each one.

. Frank Porter Graham Child Development Center (FPG) and the Western Carolina Center Family and Infant Preschool Program (FIPP) are providing training and technical assistance through contracts funded by the State Board of Education under Public Law 99-457.

. A cooperative agreement has been established with other agencies to provide training, including Head Start, TEACCH, Department of Human Resources Area Health Education Centers (AHEC) and the Intervention Network-Technical Assistance Center (IN-TAC).

. Plans are underway for a consortium to coordinate personnel training with the Department of Public Instruction and other agencies in collaboration with the North Carolina Interagency Coordinating Council (NC-ICC).

INTERAGENCY SERVICES FOR PRESCHOOL HANDICAPPED CHILDREN, AGES THREE AND FOUR

In order to provide comprehensive educational services to handicapped three- and four-year-old children and their families, a variety of service systems and facilities must be used. The chart on the following pages includes an overview of service systems and facilities in North Carolina that (1) provide educational services and (2) provide support for strengthening and enhancing programs, such as diagnostic services, specialized treatment and family support services. Although not all of these services are available statewide, they represent a strong beginning of a service system to meet the mandate of Public Law 99-457.

Local schools will have the option of providing special education services in existing facilities that are operated by Head Start, private day care, developmental day programs and home-based programs. In addition some schools will provide center-based preschool programs in classrooms that are not being utilized.

The Elementary and Secondary Education Act (ESEA), Title I, has developed a priority for serving at-risk children ages three and four in the public schools. During the 1989-90 school year, 26 local education agencies served 1,878 children in these programs. At-risk children who were identified as handicapped and in need of special education and related services also received services under Public Law 99-457. These Title I classrooms afford public schools with the capability of serving preschool handicapped children in the least restrictive environment by integrating them with at-risk students.

In reviewing architectural plans for new school buildings, many of the proposed buildings include preschool facilities. Some school systems reported in the Survey that additional facilities will have to be built if center-based programs are offered. Most Local Education Agencies initially will use available facilities within the community to provide special education, thus minimizing the need for new facilities.

Currently within the educational service system, there are many options for delivery of services to children and families, such as home-based, center-based, and itinerant (resource/consultation). Although some of these options are currently in place, services remain fragmented and inadequate to accommodate all children who qualify for comprehensive services. Inequitable distribution of resources throughout the state has created gaps in services which are evidenced in the number of unserved and underserved children, understaffed programs, and the large number of children who age out of programs before services become available.

This plan, therefore, seeks funding that will establish and maintain intensive, high quality educational delivery options throughout all regions of the state by the equitable distribution of funds.

INTERAGENCY SERVICES FOR PRESCHOOL HANDICAPPED CHILDREN, AGES THREE AND FOUR

Educational Services

PROGRAM	PROGRAM DESCRIPTION	DEPARTMENT RESPONSIBLE
Local Education Agency Preschool Programs	School-based preschool programs for children 3-5 years with all types of handicapping conditions. The programs are center-based, home-based, resource/itinerant or consultative in format.	Department of Public Instruction Division of Exceptional Children's Services
Head Start	Mainstreamed, center-based services with some degree of home-based support services for children ages 3-5 years; 12.7% of children in the program (nationally) are professionally diagnosed as handicapped. North Carolina programs currently serve 16% handicapped.	Department of Health and Human Services, Agency for Children, Youth and Families (Federally Funded Program)
Early Childhood Intervention Services (ECIS)	Home-based ongoing services for families with children ages birth through five with special priority on children ages birth through three years. Group served includes those with, or at risk for, developmental disabilities and/or atypical development.	Department of Human Resources Division of Mental Health Developmental Disability and Substance Abuse Services
TEACCH Services	Diagnosis, assessment, consultation, parent training and support services, and classroom services for children ages birth to adulthood with conditions of autism, communication disorders or related developmental disorders.	University of North Carolina School of Medicine, Department of Psychiatry, Division TEACCH
Developmental Day Programs	Center-based, comprehensive individualized services for children ages birth through nineteen years with mental retardation and other developmental disabilities or at risk for developmental disabilities or atypical development.	Department of Human Resources Division of Mental Health, Developmental Disability, and Substance Abuse Services
Early Intervention, Emotionally Handicapped	Center-based and teacher/parent services for children ages 3-7 with a diagnosis of emotional disturbance or at risk for emotional-behavioral disorders.	Department of Human Resources Division of Mental Health, Developmental Disability, and Substance Abuse Services
Services for the Blind	Primarily home-based educational consultation and financial aid services for visually impaired children ages birth to five years.	Department of Human Resources Division of Services for the Blind
Governor Morehead School Preschool Satellite Program	Home-based, center-based and itinerant services for children with visual impairments ages birth through 5 years. Services operate out of the Governor Morehead School for the Blind and serviced children in ten counties in 1987-1988. Yearly expansion of the program statewide will occur as resources are available.	Department of Human Resources Division of Services for the Blind
Preschool Satellite Programs for the Hearing Impaired	Home, centered-based and itinerant services for children with hearing impairments ages birth through five years. Programs operate out of the school for the deaf with 18 community satellite part-day classrooms.	Department of Human Resources Division of Services for the Deaf and Hard of Hearing

Educational Services
Continued

PROGRAM	PROGRAM DESCRIPTION	DEPARTMENT RESPONSIBLE
Mainstreamed Intervention Programs	Consultative support to regular day care centers, family day care homes and other non-specialized programs who enroll children with handicaps or at risk for handicaps.	Department of Human Resources Division of Mental Health, Developmental Disability, and Substance Abuse Services
Deaf-Blind Project	Identification, referral, and consultation services for children ages birth to 22 years with a hearing and vision impairment which prevents participation in any other available services.	Department of Public Instruction , Division of Exceptional Children's Services

Support Services

PROGRAM	PROGRAM DESCRIPTION	DEPARTMENT RESPONSIBLE
Children's Special Health Services	Provisions of diagnostic and treament services through community-based clinics for children with chronic illness and/or developmental disabilities; provision of reimbursement for hospitalization, medical services, special therapies, drugs, etc.	Department of Environment, Health, and Natural Resources Division of Maternal and Child Health
Developmental Evaluation Centers	Provision of multidisciplinary evaluation, treatment, and case management services for children who have or are suspected to have developmental disabilities. The network includes 18 centers across the state.	Department of Environment, Health, and Natural Resources Division of Maternal and Child Health
Child Health Services	Provision of periodic health assessment with guidance by parents and referral and follow-up as appropriate.	Department of Environment, Health, and Natural Resources Division of Maternal and Child Health
WIC (Women Infants and Children , Children's Components)	Provision of nutrituion counseling and food supplements to infants and toddlers who meet nutrition risk requirements.	Department of Environment, Health, and Natural Resources Division of Maternal and Child Health
Health Children and Healthy Teens Program (formerly Early Periodic Screening Diagnosis and Treatment -EPSDT)	Medicaid's preventive health care program for children and teens. Health care screening services for Medicaid recipients are provided in all 100 countries by private physicians, local health departments, and rural community health centers. Comprehensive preventive health screening is available to recipients on a periodic basis. Health problems that are diagnosed during the comprehensive preventive health care screening are referred for treatment. The major goal is to promote the delivery of health care to children and teens so that continuity of care can be achieved by a single provider whenever possible.	Department of Human Resources Division of Medical Assistance

TYPES OF SERVICE DELIVERY SYSTEMS BY LOCAL EDUCATION AGENCIES

The State of North Carolina currently provides early intervention to a number of young handicapped children and their families through a variety of agencies that offer a wide continuum of service options. P.L. 99-457 gives states virtually unlimited discretion to choose program types, length of day and location of services. The law stresses that the family is an integral component of each type of service.

Services are provided through center-based, home-based, or itinerant (resource and consultation) models. Within the parameters of these models, many variations are utilized by combining them to meet individual child/family needs.

Center-based

Center-based programs are provided in centers or classrooms by a teacher who is certified or, one who is working towards preschool handicapped certification, and a teacher assistant. Instruction may be offered to children on a one-to-one basis or in a group. This program is offered for a minimum of 9 hours per week with participation based upon a child's needs as stated in his/her Individualized Education Program. Programs may be either full-time or part-time. A full-time program may be equivalent to a regular school day, and a part-time program may be provided 3 to 5 half days per week.

Benefits

- provides the social aspects of a group and
- provides intensive programming with accessibility to developmental materials and adaptive equipment and input from individual therapies (e.g. occupational therapy and speech/language).

Home-based

Home-based programs are delivered primarily in the home or day care setting by a teacher who is certified or one who is working towards a preschool handicapped certification. Instruction is provided to the child and primary caregiver and may include modeling, demonstration, tutoring and follow-up activities. Contact generally occurs on a weekly basis for a minimum of 1 hour per week or more according to the child's Individualized Education Program. Home-based programs are often provided for:

- medically ill children
- children and families in rural settings, and/or
- cases in which it is more appropriate to serve the child in the home.

Itinerant in Public Schools, Head Start, Day Care, Private Preschools (Resource and Consultation)

Itinerant services are primarily provided in a regular educational program that serves handicapped children, such as Head Start, day care and private preschool. The teacher who is certified or, one who is working toward preschool handicapped certification or support services teacher/therapist, works directly with the children and/or serves as a consultant to the children's regular preschool teacher. Contact generally occurs once or

twice a week for a minimum of 1 hour per week or more according to the child's Individualized Education Program.

Benefits

. provides services to children already in Head Start, preschool or day care
. provides programming with accessibility to developmental materials and applicable adaptive equipment
. provides input from individual therapies (e.g. physical, occupational and speech/language)

RULES AND REGULATIONS FOR PRESCHOOL PROGRAMMING

Currently Procedures Governing Programs and Services for Children With Special Needs (adopted by the State Board of Education) serve as the regulatory manual for providing special education to all handicapped children in the North Carolina public schools. These Procedures are presently being revised to incorporate the provision of services to handicapped children ages 3-4. Some of the areas to be addressed include:

- eligibility criteria - consideration of the appropriateness of current criteria for determining eligibilty for very young children;
- identification - selection and use of instruments which focus on developmental as well as educational assessment;
- service delivery continuum - location of services, length of day, placement in least restrictive environment and class size; and
- transition - from the Birth-2 program and from the preschool program to public kindergarten.

PROPOSED STATE FUNDING FOR PRESCHOOL HANDICAPPED CHILDREN AGES 3-4 1990-91

Headcount - December 1, 1989

Served Children in LEA'S
Age 3-----1148
Age 4-----2355

Unserved Children in LEA'S
Age 3 -----538
Age 4 -----658
Total Children 4699 Projected for 1990-91

State-Aid Allocation for Handicapped Children Ages 3-4	$12,085,828.00
$2572 (State-Aid Per Child)[1] x4699 (Projected Headcount of Handicapped Children ages 3-4 for 1990-91 school year) $12,085,828	
Special Transportation Costs [2]	$ 3,750,000.00
$1500 (Per Child Estimate/SDPI Transportation Section) x2500 (Estimate of Number Needing Special Transportation/ Program Survey)[3] $ 3,750,000	
Sub-Total	$15,835,828.00
Program Evaluation	$ 50,000.00
Training (Consortium)	$ 50,000.00
Comprehensive Developmental Evaluation for Children Ages 3-4	$ 1,000,000.00
TOTAL BUDGET REQUEST - 1990-91 SCHOOL YEAR	$16,935,828.00

1 - State-aid funding requested for handicapped children ages 3-4 is based on a level of support equal to the ADM (average daily membership) regular education level of the previous year. Although programs for the more severely handicapped will cost more, those for mildly handicapped will cost less (See Attachment A for sample costs for types of service delivery.). This ADM amount includes instructional and related services. The ADM amount would be adjusted annually to reflect salary increases.

2 - Special transportation is required for those children who are not able to ride the regular school buses but who will need special assistance to reach the location where educational services will be provided. Such transportation includes special buses or contracted transportation as is provided for school-aged handicapped children.

3 - This number is based on the December 1989 survey plus adjustments for contracts to parents for children who eventually will need special transportation.

PROPOSED STATE FUNDING FOR PRESCHOOL HANDICAPPED CHILDREN AGES 3-4 1991-92 and 1992-93

State-Aid Allocation for Handicapped Children Ages 3-4	$18,004,000.00
$2572 (State-Aid Per Child)[1] x 7000 (Projected Headcount of Handicapped Children ages 3-4 for 1991-92 and 1992-93 school years) $18,004,000	
Special Transportation Costs[2]	$ 5,250,000.00
$1500 (Per Child Estimate/SDPI Transportation Section) x 3500 (Estimate of Number Needing Special Transportation/ Program Survey)[3] $ 5,250,000	
Sub-Total	$23,254,000.00
Program Evaluation	$ 100,000.00
Training (Consortium)	$ 100,000.00
Comprehensive Developmental Evaluation for Children Ages 3-4	$ 2,000,000.00
TOTAL BUDGET REQUEST 1991-92 and 1992-93 FOR EACH SCHOOL YEAR	$25,454,000.00

1 - State-aid funding requested for handicapped children ages 3-4 is based on a level of support equal to the ADM (average daily membership) regular education level of the previous year. Although programs for the more severely handicapped will cost more, those for mildly handicapped will cost less (See Attachment A for sample costs for types of service delivery.). This ADM amount includes instructional and related services. The ADM amount would be adjusted annually to reflect salary increases.

2 - Special transportation is required for those children who are not able to ride the regular school buses but who will need special assistance to reach the location where educational services will be provided. Such transportation includes special buses or contracted transportation as is provided for school-aged handicapped children.

3 - This number is based on the December 1989 survey plus adjustments for contracts to parents for children who eventually will need special transportation.

OTHER FEDERAL FUNDS AVAILABLE TO LEAS INCLUDING ENTITLEMENTS FOR AGES 3-5 1990-91 SCHOOL YEAR

P. L. 99-457 Funds Per Served Child, December 1, 1989 Headcount	$ 630.00	
Total Funds P. L. 99-457 [1] (Based upon ages 3-5 LEA child count of 9328 x $630)		$5,876,640.00
P. L. 94-142 Funds Per Child, December 1, 1989 Headcount	$ 320.00	
Total Federal Funds, P. L. 94-142 [2] (Based upon ages 3-4 LEA child count of 3503 x $320.00)		$1,120,960.00
Total Federal Funds Per Child, P. L. 99-457 and P. L. 94-142	$ 950.00	
Total Federal Funds, 1990-91 ($5,876,640.00 + $1,120,960)		**$6,997,600.00**

OTHER FEDERAL FUNDS PROJECTED FOR LEAS INCLUDING ENTITLEMENTS 1991-92 AND 1992-93 SCHOOL YEARS

P. L. 99-457 Per Served Child, 1991-92 and 1992-93 Projections [3] (Based upon ages 3-5 LEA child count of 12,500 children x $1,000)	$ 1,000.00	$12,500,000.00
P.L. 94-142 Per Child-1991-92 and 1992-93 Projections	$ 350.00	
P.L. 94-142 Per Served Child, 1991-92 and 1992-93 Projections (Based upon ages 3-4 LEA child count of 7,000 children x $350)		$2,450,000.00
Total Federal Funds Per Child, P. L. 99-457 and P . L. 94-142	$ 1,350.00	
Total Projected Federal Funds, 1991-92 and 1992-93 ($12,500,000.00 + $2,450,000.00)		**$14,950,000.00**

1 - Funds from P. L. 99-457 are generated from the 3-5 year old served headcount but spent on the 3-4 year old population. This potentially increases the amount per child from $1200 to $1300 in those Local Education Agencies serving handicapped children in kindergarten programs.

2 - Funds from P. L. 94-142 are generated from the 3-21 headcount; therefore, only the 3 and 4 year old headcount was used to computate preschool dollars. The dollars for 5 year old handicapped children are used on the kindergarden population.

3 - This is the projected authorized level of funding; actual appropriations may be lower.

BUDGET JUSTIFICATION FOR FUNDING

PROGRAM COSTS

The Survey collected information on programs available in other agencies that can be used by local education agencies to minimize cost through shared resources and facilities. For example, Head Start , one of the larger programs, provides facilities and staff who are not required to be certified; therefore, the local education agency may supply an itinerant teacher or a speech therapist to provide special education and related services.

As with school-aged handicapped children, the cost of educating the severely handicapped should be balanced by the relatively lower cost of educating mildly handicapped children. It is projected that the state allocation of $2,572 (the cost of educating regular school-aged students) will provide adequate funding for preschool programming. No additional state funding will be requested. In addition, substantial federal funds are anticipated: up to $1,000 per child, ages three through five under P. L. 99-457 and more than $320 per child for ages three and four under P. L. 94-142.

SPECIAL TRANSPORTATION COSTS

The Transportation Section, Division of School Services, has estimated that the annual costs of special transportation for handicapped children ages three and four who are unable to use regular school transportation will average $1,500 a year. Results of the Survey indicate that no more than 3,500 children will need special transportation. Head Start programs already have special transportation for all eligible children funded by federal funds and will receive no state transportation services. Children in private day care who receive special education services provided by itinerant local education agency staff will receive no state funds for transportation.

PROGRAM EVALUATION

To determine total program effectiveness, funds are being requested to develop an evaluation component which will provide information relevant to program management, administration, and implementation. The component will enable the Department of Public Instruction to study programs and gather data in all areas - identification and assessment of children, placement options, instructional intervention approaches, staffing patterns, and educational outcomes. The results will assist in making subsequent fiscal and programmatic decisions.

TRAINING (Consortium)

Interagency personnel development is an important feature under the provisions of P. L. 99-457. Training needs to include both inservice and preservice education for teachers and related services personnel. To facilitate this process, the North Carolina Interagency Coordinating Council (NC-ICC) has recommended the development of a training consortium which would address training needs across disciplines. Some of the tasks to be conducted by the consortium would be to work collaboratively with state agencies and professional organizations to develop program standards, to develop a database of information about training, and to coordinate training activities across the state.

COMPREHENSIVE DEVELOPMENTAL EVALUATION

Under the Interagency Agreement for P.L. 99-457, the Division of Maternal and Child Health proposes to offer multidisciplinary assessment and placement services to 7,000 potentially eligible three- and four-year-olds through its system of 18 Developmental Evaluation Centers (DEC). (The DECs will refer some children to the network of Speech/ Hearing Clinics when clinically appropriate.) The estimated cost will assure that multi-disciplinary assessments are provided in a timely fashion and that the results of the assessments are adequately presented in the placement process. However, since DECs are already assessing 3,346 three-and four-year-olds annually, DECs will dedicate additional current resources to this effort. In addition, Medicaid reimbursement may be used when children are eligible. The total costs for assessments are projected at $5,000,000, a portion of which comes from existing dollars and the remaining portion from new funds. One million dollars is being requested for the 1990-91 school year, and two million dollars in the 1991-92 school year to assess up to 7,000 children.

ATTACHMENTS

SAMPLE COST FACTORS FOR DIFFERENT PROGRAM TYPES

Center-based (self-contained class for 10 severely handicapped children)

Teacher	31,860.00
2 Teacher Assistants	25,108.00
Materials and Supplies	1,000.00
Related Services (.5 of 1 position)	18,000.00
	$75,968.00 ÷ 10 children = **$7,597** per child

Home-based (15 children)

Teacher	31,860.00
Supplies and Materials	1,000.00
Travel	2,500.00
Related Services (.5 of 1 position)	18,000.00
	$53,360.00 ÷ 15 children= **$3,557** per child

Itinerant (35 children on a caseload for speech/language service occuring twice weekly for 30 minutes each time)

Speech/Language Specialist	$37,820.00
Materials	500.00
Travel(in urban area)	1,000.00
	$39,320.00 ÷ 35 children= **$1,311** per child

All salary estimates include benefits.

ESTIMATED COST PER HANDICAPPED 3 AND 4 YEAR OLD CHILD (STATE AND FEDERAL DOLLARS)

State Dollars Per Child (1990-91 and 1991-92)

Programs (including related services)	$2,572.00
Special Transportation	$1,500.00
Developmental Evaluations	$ 286.00*
	$4,358.00 per child

Federal Dollars Per Child

1990-1991	$ 950.00
1991-1992	$1,350.00

Total Amount Per Child (State and Federal Dollars)

1990-1991	$5,308.00
1991-1992	$5,708.00

* The cost of Developmental Evaluations represent an average cost of two million dollars as divided by 7,000 children. This would not be the total cost of evaluations but only additional funds that would be needed to supplement already existing dollars

FEDERAL GRANTS AND PROJECTED FEDERAL FUNDING LOSS FOR HANDICAPPED PRESCHOOL PROGRAMS

P. L. 99-457 provides a reduction in funds for states that fail to establish a mandate beginning at age 3 by July 1, 1991. States could establish their eligibility for funds at a later date but there would not be any retroactive funding.

Federal Programs	1991-92
P. L. 94-142, Title VI, Part B, Ages 3-5 (Based on a December 1 headcount of the previous year.)	$ 5,000,000.00
P. L. 99-457, Preschool Handicapped, Ages 3-5 (Based on a December 1 headcount of the previous year.)	$12,500,000.00
ESEA, Title I, Subpart D, Handicapped (Based on a December 1 headcount of the previous year.)	$ 18,000.00
Frank Porter Graham Center Preschool Research Grants	$ 3,400,000.00[1]
Other Preschool Research Grants to Other Institutions of Higher Education and State Agencies	$ 2,000,000.00[2]
P.L. 91-230, Part D, Training Grants (Colleges and SEA)	$ 600,000.00[3]
TOTAL PROJECTED LOSS	$23,518,000.00

1 - Estimation is based on telephone conversations with Dr. James Gallagher and Dr. Pat Trohanis in Spring, 1989.

2 - Estimation is based on telephone survey in Spring, 1989. Western Carolina Center for the Mentally Retarded has more than $900,000 and is projecting more than $1,400,000 for the 1989-90 school year and in subsequent years as projects are approved.

3 - Projections based on proposed discretionary funded projects with each project for 3-5 years and includes proposed programs at the North Carolina Centeral University, University of North Carolina at Chapel Hill, Appalachian State University, East Carolina University, and several others that are planning projects for the 1990-91 school year.

Special Education Mandate: Age at which all Children with Handicaps are Eligible for a Free Appropriate Public Education Effective 1989-90 School Year

August 1989

Birth	Age 2	Age 3	Age 4	Age 5	Age 6
Amer. Samoa	Virgina (9-30)	Alaska	Delaware (12-31)	Alabama (12-1)	Montana (9-10)[3]
Guam*		BIA*	Oklahoma (9-1)[3]	Arizona (9-1)[1]	
Iowa		Connecticut (1-1)[2]	Tennessee[3]	Arkansas (10-1)[3]	
Maryland		District of Columbia		California[1,3]	
Michigan		Hawaii		Colorado[1]	
Minnesota		Idaho		Florida (9-1)[3]	
Nebraska		Illinois		Georgia (9-1)	
Puerto Rico*		Louisiana		Indiana(9-1)	
		Massachusetts		Kansas(9-1)	
		New Hampshire		Kentucky (10-1)	
		New Jersey (12-31)		Maine (10-15)	
		New Mexico (9-1)		Mississippi (9-5)	
		New York[2]		Missouri (9-30)	
		North Dakota (8-31)		Nevada (9-30)[3]	
		Texas (9-1)		N. Carolina (10-16)	
		Utah[2]		N. Mariana Islands*	
		Virgin Islands*		Ohio (9-30)[3]	
		Washington		Oregon (9-1)	
		Wisconsin		Pensylvania[1]	
		Wyoming		S. Carolina (11-1)	
				Vermont[1,3]	
				West Virgina (9-1)	

Note: Unless otherwise noted services are available on the child's birthdate. Calendar date entries following state names refer to the last date within the school year on which a child is eligible to begin receiving services. Asterisk (*) entries reflect data available 11/87 and/or 11/88.

1- State or local discretion determines at what point(s) in the year children become eligible for services.
2 - State has established 2 cut-off points in the program year for entry into preschool programs.
3 - State legislature has recently enacted legislation lowering mandate age for FAPE to age 3 or below which will take effect by or before the 1991-92 school year.

Attachment D